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ABSTRACT

For lawyers, judges, criminal justice people, and other professionals wanting to become involved in law-related education programs in their area schools, this handbook offers information on how schools are organized and how one might go about developing a working relationship with them. Suggestions are offered for getting started and involving the rest of the community. Meeting agendas and funding are discussed, and pointers are given for making the transition from planning to doing, for maintaining the momentum once a program is started, and for publicity and promotion. A glossary of education-related terms is provided. (JB)

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SO 020 371

Establishing Links to the Schools

BY NANCY I. BROWN

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American Bar Association
Special Committee on Youth Education for Citizenship

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This is the fifth of a series of handbooks on bar/school partnerships produced by the American Bar Association's Special Committee on Youth Education for Citizenship, 750 N. Lake Shore Drive, Chicago, IL 60611, 312/988-5725.

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Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the American Bar Association or the Department of Education.

Want to make a real difference in youngsters' education and perform a service for your profession in the bargain? Want to improve the citizenship skills and values of young people and at the same time improve the public's perception of law?

Across the country, thousands of lawyers, judges, criminal justice people, and other representatives of the community have volunteered their services to law-related education programs. By teaching young people about the law, the legal process, and the legal system, these professionals have provided a priceless resource for the schools.

It's not hard to interest schools in this kind of volunteer support. Most schools and school districts are vitally interested in various types of school-community partnerships. Teachers and administrators have a tough job, and they often lack the resources to do that job as effectively as they would like. They *want* help from the community.

But how do you make the first contact? And how do you assure that your organization's help will do the most good and reach the largest number of youngsters? To many outsiders, the typical school system is a maze with an operational structure that is often confusing. The vocabulary is so different from the world of law and law enforcement. But schools are accessible and open. This booklet will help you understand the way school systems talk and think and organize themselves. It will guide you through the maze and help you make the most of your partnership with school people.

Building on Existing Interest

When it comes to law-related education, the school-community partnership has a tremendous head start. Studies for the past fifteen years have shown that law-related education courses and units are among the most popular electives offered to students and that teachers themselves want to know more about the law and the legal system. Legal matters are always in the news, and law seems to be making a larger and larger impact on American life, so law studies can fit into any program tracking current events.

Moreover, law studies correlate well with courses of study that are mandated in almost every state: law is inextricably linked with United States history and United States government. Law studies is a natural for any school seeking to update and upgrade its civics instructional program.

How is it possible to construct a creative and successful partnership? The answer is simple: take it one step at a time—remember to involve systematically *all* interested participants from *all* sides of the planning table, especially the school personnel.

But even if a bar association or community group finds school people more than willing to listen, they may fear that their own members will be less receptive. Maybe, they say, "We'll have trouble selling it to our side. Maybe

our members won't be interested in being volunteers, and we'll raise expectations that we just can't meet." Actually, most partnerships have found that the number of professional resource volunteers is growing each year. Speaking to school classes, serving as a coach for mock trial teams, helping guide students on field visits to the courts—all these are worthwhile, satisfying forms of public service that get terrific word-of-mouth promotion. After some initial selling to the powers-that-be at the bar and other organizations, the program will be enthusiastically supported.

Getting Started

Someone has to start the ball rolling, but an outside group can't just rush to the schools with an idea. If you want to foster law-related education, you'll have to be able to show the schools *how* you can help and demonstrate that law studies blends with other school instructional programs.

The first step to accomplish, for the group taking the lead—let's assume it is the bar—is to be sure that all the key players from its side are on board, and then proceed to develop a plan of action. Begin by pulling potential participants from various aspects of bar activities together, such as the president-elect of the bar; chairpersons of the Young Lawyers Section, the Youth Education for Citizenship committee, and the Law Day committees; and the staff person responsible for the education and public relations activities of the bar. People in comparable bar positions on the state level might also be able to attend, providing input from a state and national perspective.

This group might meet initially to discuss the need as they perceive it and the kind of resources—people, ideas, facilities—they can bring to bear on improving law studies in the schools. At that meeting, they could assess just where the bar stands with regard to taking this step forward. Weigh both the pros and cons of such a partnership. Which of the many potential services is the bar best suited to provide? Can the bar deliver these services effectively? What, if any, are the possible drawbacks, and how can such be addressed? It's also important to determine which of the many laudable goals most interest the group:

- To make students legally literate; to make them better citizens by giving them an appreciation for the rule of law and the skills needed to function effectively in our society.
- To provide teachers and students with information about the legal community's services, products, and procedures.
- To show the correlation of minimum competencies about the law to success in one's occupation.
- To establish role models in the field of law-related education. Students get the opportunity to talk with professionals from a variety of occupations.
- To improve student attitudes toward school.
- To provide teachers with some personal professional staff development.
- To establish a communication network between the legal and the education community.

The group might brainstorm further and determine goals. The key is to explore the many ways that law studies can enrich the curriculum and to begin to plan how the organized bar can help schools improve their instruction by including law studies. (See the box on p. 3 for agenda items for preliminary planning meeting(s).)

The basic rationale of most programs is to prepare the youth of America to become intelligent and responsible participants in our society. The goal statement for the proposed partnership can stress that all youth should have the opportunity to learn about democratic values and have the chance to become knowledgeable, active citizens. They should be exposed to a variety of exciting educational opportunities so that they understand individual rights and responsibilities, the legal and governmental systems, and how they can become active participants in those systems.

As for ways in which the bar can help the schools reach these goals, the box on page 4 might be a begin-

Agenda Items for Preliminary Planning Meeting(s)

No matter which route you choose—a series of planning meetings or one planning meeting involving every potential participating group—you'll want the meetings to be as smooth and efficient as possible. Here are some tips:

1. Select one person to serve as chairperson for the committee.
2. Design a tentative plan of action for the proposed partnership.
3. Specify the level of commitment from the organization(s). How many personnel will be available and for how many hours? It's important to have goals for each group to reach, so that the organization has realistic expectations of what it is to provide.
4. Specify the extent of the proposed partnership. Will it be for the entire district or will it be limited to a select number of schools?
5. Develop a budget, detailing financial commitment, if any, required from all participants. Most of the services will be volunteered, so the budget may show a large in-kind contribution from the various groups. Most groups won't have to make a cash contribution.
6. Generate ideas for promotion/publicity.
7. Make a long-term professional commitment of time and energy to ensure success of the program.

ning point for the committee to consider as it determines the extent of services it can make available to the schools.

Involving the Rest of the Community

A second brainstorming session could involve additional key community groups, or you might decide to have these key groups present at the first meeting with the bar leaders. After all, the best law studies programs have the support of a wide range of community groups, so it may be a good idea to get them involved as early as possible. If they come on board at this stage, they can help shape the program from the outset.

Someone from the schools—a teacher already interested in law-related education, a concerned principal, a social studies department chair—should certainly be involved. This person can guide the group, informally suggesting what help schools need the most and how the proposed activities supplement school programs and help teachers. Or perhaps an informal committee of school people might be set up to guide the community group.

Other community participants at preliminary meetings might include judges, police, probation officers, and representatives of other justice groups. And don't forget parents. They are an important, vitally interested group.

If the partnership is to have a very wide perimeter, then the brainstorming session could include all of the individuals mentioned earlier, plus key individuals from community groups and other law enforcement and government agencies (criminal *and* civil). Suggested contacts might include:

Criminal Justice	*Civil Justice*
Adult Correctional Institutions	Adoption Agency
Bureau of Social Services	Advertising Agency
City Attorney	Bank Loan Officer
Department of Community Development	Better Business Bureau
District Attorney	Chamber of Commerce
Diversion Projects	Child and Family Services
FBI	Consumer Agency
Juvenile Detention Centers	Department of Housing and Urban Development
Law Schools/Law Centers	Drug Treatment Center
Legal Aid Associations	Housing Authority (City and County)
Police	Insurance Adjuster
Public Defender	Media Representative
Sheriff	Mortgage Company
State Police/Highway Patrol	Planned Parenthood
Traffic Court	Property/Real Estate Broker/Agency
Youth Authority	Renters' Association
Youth Crisis Hotlines	Right to Life
	Small Claims Court
	Youth Homes

(This list of possible contacts is drawn from lists prepared by the Constitutional Rights Foundation, National

Charting Your Program

The range of possible activities is very large. Groups and individuals can contribute a lot or a little, in school or out of school. The number of volunteers can range from one person to several people. The number of presentations can vary from a one-time appearance to multiple appearances spread throughout the school year. The site for the activity can vary from the classroom to any other site appropriate to the enhancement of the law education activity. There is no one formula or model.

Because the range is so great, you'll want to focus the discussion at the preliminary meeting(s), so that each group can pick and choose the activities that suit it best. Organizations need to be able to "check-off" those activities in which they can best assist; it is not necessary to participate in everything.

In fact, an organization should be strongly encouraged to concentrate on one or two areas. The list should in no way limit the extent of participation by the various organizations. Use the list as a guideline to focus the agenda for the preliminary meeting. The guidelines can be refined as the committee proceeds through the planning stage.

List of Potential Resource Assistance Activities

Assisting Curriculum Areas

- Student Activities (inside and outside the classroom)
- Teaching Mini-courses
- Field Trips
- Resource Material Development (for teacher and/or student use)

Booklets	Posters
Curriculum Guides	Slide Lessons
Pamphlets	Video Lessons

Providing Professional Staff Development Opportunities for Teachers

Offering Special Projects

- Mock Trial Competitions
- Guest Assembly Speakers
- Law Day Celebration
- Television/Radio Public Service Announcements
- Hotlines
- Local Fusing into National Projects
- Adopt-a-School/Mentor

Providing Financial Support

- Scholarships for students
- Mini-grants for teachers
- Equipment/Visual Purchases

Films	Filmstrips
Tapes	Videos

Institute for Citizen Education in the Law, and Center for Civic Education/Law in a Free Society.)

Programs have found that large advisory groups are a big help, since so many community groups can contribute to law-related education, whether through providing classroom resources, publicity, help with fundraising, or other services. So it's a case of the more the merrier. And brainstorming sessions could serve to unite all interested parties.

A Brainstorming Agenda

The goals for brainstorming sessions – whether of the bar alone or the bar and school and community groups – are simple. Determine the extent of commitment, services available, and cost projections, if any, for the proposed programs.

It's crucial to outline a tentative program of services *before* the school district is first approached formally. (Of course, you will have had some input from individual school people at your earliest meetings, but you'll put off a formal meeting with school authorities until you have your thoughts finalized.) If the services will not be limited to a specific project but will involve many kinds of support, then be ready with a "shopping list" of potential assistance, leaving it open-ended for future discussion with the school officials.

Of course, this "list" should be preceded by an overall goal for establishing the partnership. School districts probably have a commitment to some type of instructional management program. If so, obtain a copy of the document to study, so that the proposed partnership blends, complements, and strengthens the district's instructional program. The school people on your advisory group can informally suggest where the existing programs and materials could be strengthened. Has the district conducted a needs assessment? If so, obtain a copy. Such information will help focus the discussion and give it a basis in reality without raising false expectations.

Financial Support

Funding is a crucial issue which must be handled with care. Consider the following questions when establishing a budget:

1. What kinds of services can the community organizations make available?
2. Does the committee have any money to support these services, or must it all be voluntary?
3. How will the committee deal with the school/district's probable expectation that the committee is the sole source of funding?

Formal Approach to the Schools

Once the committee has established a tentative proposal, the next step is to take the proposed partnership to the school district, according to established lines of protocol – the local superintendent of schools, the president of the school board, or both. It would be advantageous to have the committee chairperson serve as spokesperson for the full committee at this meeting.

School boards are key because they are not only accountable for establishing school policies, but they also represent the community. Obtaining such support will help to cement your relationship with the schools. Board members' links to the community will provide excellent promotional avenues.

The local superintendent's support, as the top administrator, is necessary. In many sites, an assistant superintendent for curriculum and instruction will be the district-level contact for working with the partnership. It is becoming common practice for a school district to have someone on staff to coordinate programs between the school and outside agencies. Such an individual's experience and leadership will be invaluable.

The Opening Meeting with School Authorities

School people must be reassured that the program is on the level, since they are accountable to the public for their instructional program. Districts are constantly being besieged by well-meaning but self-centered organizations. Share an overview of the agenda (goals, objectives, etc.) in advance with the school personnel, so they will know what to expect from the meeting and can be prepared to make some constructive reactions. The proposal, presented in a flow chart fashion might resemble the following:

Such a flow chart can be followed by a brief yet concise explanatory section thus providing both a visual and verbal interpretation of the proposal.

Most likely, the initial meeting between the committee chairperson and the school district officials will be brief and will be devoted to a formal presentation of the proposed partnership. This initial contact between the committee and the school district fulfills two purposes:

- it introduces the major participants, and
- it lays the foundation for the development of the program.

The American Council of Life Insurance lists several principles governing successful collaborative partnerships. The theme for all successful collaborations is the same—there must be a firm foundation of mutual interest and commitment by all parties to a common set of principles. All participants must respect each other as professionals. See the box on p. 6 (Success Through Professionalism) for some of these suggested principles.

The Inevitable Bottom Line

Finances will have to be handled tactfully when you make the formal presentation to school people. Stress that the program will likely be cost effective, because so much time is being donated. In fact, the program may cost the school district nothing at all. The services your group is willing to provide would cost many thousands of dollars if they were not being volunteered. The end result could be better citizenship, a goal important to all schools. Other selling points include the student outcomes that could be expected, the public relations value, increased visibility for the school/district, and the importance of reaching out to the community to involve people.

Be straightforward with the school/district about the extent of interest, the extent of the services the committee is willing to provide, and the extent of the financial commitment needed, if any. Keep in mind the following hints:

1. Realize that schools are under constraints of stringent budgets. They are responsive to directives from above, but operate under other constraints as well. For example, their curriculum is guided to some extent by state laws (though these often specify the kinds of courses that could be enriched by law studies) and by the adopted curriculum of the school system.
2. Individual schools and individual teachers have a certain amount of autonomy. They are often resistant to new ventures if they are imposed from above, but will welcome them if the new programs help them do their job more effectively.
3. Steer clear of publicity fanfare.
4. Be realistic about your commitment and anticipated results.
5. Make a contribution that is more than financial.
6. Build momentum. Consider a multi-year plan of action with each year becoming more ambitious and widespread, making the program more and more an integral part of the curriculum.
7. Remain faithful to the program when it hits the inevitable snags. Keep your goal in mind, but be flexible and ready to adjust.

The Working Session with School People

Once approval for the partnership is obtained from school leadership, a second meeting—a working session—should be scheduled. This session should be a genuine working session involving the actual participants (teachers and resource personnel) of the program. The blueprint stage is over—it's time to get down to serious planning.

Participants. Who will attend this meeting? The committee will probably work with three categories of school personnel: school/district coordinators, principals, and teachers. How do you find these people? There are several ways. The school personnel on the initial advisory group could become the core of the group. They can also lead you to additional school people who could make a contribution. You can also reach out to new people by having administrators single out key individuals.

Success Through Professionalism

Professionalism is essential. Both school people and community people must respect the unique contributions each can make to the success of the joint effort. Stress the following principles:

- Commitment from each organization head represented on the committee is critical.
- Support from the school's principal is equally important. Approval from the superintendent or the school board is necessary, but without the active involvement of the principal, programs in schools simply do not work.
- All parties must accept the premise that the ultimate goal of the partnership is to improve the education of all students.
- All parties should be willing to allow the partnership time to develop. A minimum of one year for development should be accepted. Set up a timeline that includes specific dates for program development, implementation, and evaluation.
- Honesty and flexibility should characterize all association between the groups. Schools should be realistic about what the local community can provide. In turn, organizations should be sensitive to the realities of schools today. There should be ongoing communication links between the groups.

(Source: *A Manual for Developing Successful Projects*, American Council of Life Insurance, Washington, D.C.)

make a contribution. You can also reach out to new people by having administrators single out key individuals.

The school/district coordinator is the counterpart of the committee spokesperson. The program won't succeed unless he/she has the same enthusiastic commitment to the program and its principles as the committee chairperson. The coordinator is the link between the school personnel and the community participants. The principal is as important to the success of the partnership as the executive officer of each of the participating organizations. The principal selects the staff to work with the partnership and maintains evaluation at regular intervals. The principal can also be a vital spokesperson as the partnership is interpreted to other schools in the community.

Teachers' support is essential. Teachers are able to identify student problems/concerns. By including teachers in both the planning and implementation stages, the program can enlist their support and benefit from their expertise. Programs that are not supported by the classroom teacher will not succeed.

The key element to remember is that the school personnel involved in the program are trained professionals. Their capabilities and skills in their profession are equal to that of the resource personnel on the committee. Their desire to maintain a fruitful partnership matches any participant. Working *with* school personnel allows solutions to problems to come from within the partnership.

Timing. When should this working session take place? Timing is of the essence. The dynamics of the school calendar make certain months more advantageous than others. When scheduling this planning session, consider the following points:

- Best time to plan is October, November, February, March, or April of the school year/semester preceding the proposed program inauguration.
- Stay away from August, September, January, May, and possibly June because start-up time, holidays, and close-out time take precedence.
- Initial activities with administrators can profitably take place during the summer, but administrators, too, tend to be heavily burdened in August-September and May-June.

Agenda. The goal of the agenda is to develop a program which is:

- based on a rationale, which is reflected in its goals and objectives,
- implemented by carefully chosen instructional materials, and
- made accountable by a thoughtful evaluation plan.

See the sample agenda for working session(s) (p. 7) for suggested topics.

The agenda is crucial: through it, the groups can agree on a strategy for planning, developing, and implementing the program. A working calendar is a must. One session will be insufficient to accomplish such an agenda – plan for several work sessions at regular intervals. The program needs to be outlined so that each group not only knows what *it* is expected to do but also what other groups will be doing. A role/responsibility chart would enlighten everyone as to specific job descriptions.

Teachers are involved in detailed planning on a daily basis; most do it instinctively. Don't be afraid to solicit advice from teachers. Most school systems have instructional priorities. Discussion of such priorities with teachers and administrators will only serve to strengthen the quality of the partnership.

Resource Material Development. Almost all classroom activities will require developing some materials for students. Materials can be print or nonprint and can include a wide array of audiovisual productions. Materials can be as informalas a vocabulary list or crossword puzzle

Sample Agenda for Working Session(s)

I. Goals

Begin by sharing the bar's interest and expectations in this program. Ask teachers and administrators to share their thoughts. It is important to make everyone feel a part of the program. Then get to the goals. Define, be specific, correlate with district instructional program. Ask for feedback at every stage of the discussion, and be flexible enough to accept change.

II. Instructional Objectives

Be specific, showing a correlation with the goals of the district instructional program.

III. Proposed Activities

A. Types
B. Topics
C. Outline of content to be covered in each topic
D. Number of sessions needed
E. Number of resource volunteers needed
F. Site(s) for activities

IV. Presentation Techniques

Decide on appropriate presentation techniques. Whether it be a discussion, debate, simulation, question and answer session, or some type of visual, be careful to discuss the merits of the technique toward achieving an instructional goal.

V. Resource Material Development

Types:
Vocabulary Handouts
Summary Sheets/Fact Sheets
Reading Lists
Puzzles
Others?

VI. Evaluation Strategies

Formal, informal, combination?
Student, teacher, resource personnel, combination?

VII. Funding

or as sophisticated as a guide to researching court documents. All materials should be instructionally sound, with the student as the focus of attention.

From Planning to Doing

After the final planning session, the committee spokesperson will need to make a full status report to the entire committee. The members need to know *all* the details about the partnership. Get the committee together to explain the results of the planning sessions – from A to Z. The committee members need to understand not only the goals and objectives of the partnership but also specifics as to how these goals and objectives will be accomplished. Do not forget to cover the details of time, transportation, materials, and supplies. Have the proposed plan of action in written form to accentuate the discussion.

The planning session(s) will have identified the areas where community resources are most needed. To fulfill these areas, locate the top people in the participating organizations. Look for people who are knowledgeable, enthusiastic, dependable, and able to communicate well. Put together the best team available for the first effort. Allow ample time for questions and answers from potential resource volunteers because everyone needs to understand the full extent of the program.

Many individuals are natural actors and like nothing better than to be the center of attention – lawyers and judges are no exception. But if some of the resource personnel are uneasy about standing in front of 25-30 students, don't hesitate to request some classroom procedures orientation. Teachers will welcome the opportunity to share what they've learned about dealing with students and will suggest all sorts of lively, engaging instructional strategies. Working with students can be a very fulfilling experience.

Kick-Off Meeting. Once the program has been pulled together, plan a celebration, a kick-off meeting with the committee, the resource personnel, and the school personnel. Assure the success of this meeting by handling it with the preciseness of an official kick-off meeting. A pleasant environment, with a precise agenda, will go a long way toward getting the partnership established. Don't forget to invite the media.

Checklist for Success

- ____ Is the project/activity becoming a recognizable part of the school/district's curriculum?
- ____ Is any part of the project being repeated successfully elsewhere?
- ____ Is the commitment to the activity/program growing from all parties involved?
- ____ Are the individual activities and the total program integrated into the participating organizations' yearly plan of action?
- ____ Can you mark your place on a timeline? Can you determine your present status in relation to where you want to move toward?

If the answers are in the negative, then back up and see if you can determine where the program went off track. This will not be hard to do if you have taken notes at various stages of the project. If the answers are positive, then you can rest assured that the program is well on its way to becoming institutionalized, so that it can stand alone.

Maintaining the Momentum

Any successful project must be constantly nurtured if it is to grow. Show appreciation for ideas; open up avenues of communication; attract new ideas and therefore, new resource volunteers.

Be prepared to spend some time and energy on the maintenance program. Consider it to be insurance – protection against loss. A lot of valuable time and energy has been spent developing and implementing the program. Work to keep the program in good shape. Exactly how you go about maintaining the program depends on the components of your program. Nevertheless, whatever its components, you can be sure that the program needs you. Research shows that change is linked to positive effort by educators and the community. And successfully maintaining a program will lead to its becoming a permanent part of the school's instructional activities. (See box on p. 8 for Checklist for Success.)

One of the best ways to maintain the program is to provide an atmosphere which makes people feel needed. Participants coming into a project are usually enthusiastic; they are eager to do their job. The trick is to maintain that enthusiasm over time. Programs that provide a comfortable atmosphere will attract and keep resource volunteers who will be more reliable, have a higher morale, and develop good public relations for the program.

A successful program needs both administrative and peer support. Administrators and teachers must trust each other, and the principal is the key. Why? He/she is the source of both formal and informal encouragement. Whether the principal shows support by casual actions or participates actively, the support must be present. As for peer support, no one will ever deny the importance of teachers getting together to share ideas, solve problems, and create new resource materials – all toward the enhancement of the program. (Support techniques to insure success are listed in the box on p. 9.)

Publicity/Promotion/Recognition

Do not overlook the value of publicity. Local newspapers are eager to have information on community projects. And they're always looking for a new angle or

Support Techniques to Insure Success

- Encourage curiosity and involvement
- Establish a challenge for the participants
- Schedule a realistic time commitment
- Provide necessary orientation and training
- Identify and fulfill expectations
- Have and show on-going appreciation
- Establish avenues for feedback
- Provide some special privileges, i.e. access to school ticketed functions, etc.

jects. And they're always looking for a new angle or approach. Try a short, concise story that will be of interest to the public. Perhaps a recent or an approaching special event or a visit from an important person will be picked up. Don't forget to take pictures—they help build noticeability.

And what about the media? All radio stations will accept spot announcements, and some even have specific programs that will use a news release about the partnership. Cable TV, educational TV, and local talk/news shows on commercial TV are all possibilities.

And consider other possible avenues:

- school newsletters
- parent-teacher groups
- local newspapers
- speeches to civic organizations
- school open house

A key point to remember is to keep the publicity/promotion centered around the participants and the program and not necessarily around the school/district or the organizations involved. Keep in mind that WHAT you do is not as important as HOW you do it. Keep all lines of communication open. In an effort to raise public consciousness, why not create a clever logo that people will recognize and associate with the program?

Many resource volunteers do not need nor want monetary reward; however, recognition in some form is essential. Consider how easy it would be to provide one of the following means of recognition as a way of saying "Thanks":

- Plaques, certificates (suitable for framing or already framed)
- Positive evaluation form (no gimmick) presented to all participants at least once a year
- Yearly ceremonies such as lunches, coffees, dinners, picnics, etc.
- Celebration of an outstanding achievement or group project

Attaining Success

There are no rigid rules for successful partnerships. There is no one right method/model, nor is there a single formula for success. There are many successful programs—all unique and all flourishing—yet, they share certain characteristics even if their structure, program, goals, and activities vary widely. The box on p. 9 can help identify some factors that will—and will not— affect the success of the partnership.

Not only do these kinds of school-community programs benefit both partners, but the contacts and goodwill developed during their operation will spill over into the planning process for the next project. Both sides will be more comfortable in the working relationship when the first venture has been a success. And, there *will* be a next time—nothing succeeds like success, and law-related programs succeed because they meet a need.

Glossary

Every profession has its own vocabulary and its own special language. Cynics such as George Bernard Shaw, who described professions as "organized conspiracies against the layman," maintain that the main function of such jargon is to keep the public mystified. People in the professions call these words and phrases "terms of art" which enable them to express ideas quickly and efficiently to others in the field.

Education, like law, is filled with words and phrases that mean little, if anything, to outsiders. Here are brief definitions of some of the terms that a community person working with the schools is apt to encounter. They may help you discover the simple meaning which is often masked by the special use of words.

And if you run across anything not included here, by all means ask the school people what they mean (and

Factors That Do Not Necessarily Affect the Success Rate

Number of participants
Number of schools involved
Who initiated the program
Amounts of money spent
Where activities take place
Problems—if they are solved with good will and flexibility

Factors That Do Affect the Success Rate

Commitment from the top
Openness
Planning
Enthusiasm
Creativity
Respect for others
Liking young people
Company support up and down the line
(Source: *A Manual for Developing Successful Projects*, America Council of Life Insurance, Washington, D.C.)

expect them to do the same when they are asking you about the law).

Academic Core – a course offering involving the basic curriculum areas (i.e., English, math, science, etc.), as opposed to elective, exploratory curriculum areas (i.e., specialized curriculum areas – anatomy, American writers, etc.)

Academic Period – a portion of the school day set aside for a designated teaching activity; most secondary schools have six or seven periods, each of which focuses on a different discipline

Academic Year – the period covering the annual session (excluding the summer session)

Accredited – the recognition that an educational institution meets required standards of quality as established by a competent agency

Administrator – individual employed by the school board who is assigned the responsibility for coordinating, directing, supervising, or otherwise administering educational programs

Advanced Course – a course that presents materials and concepts beyond the introductory or elementary level

Affective Learning – concepts and skills related to emotions

Ancillary Materials – material which supports and compliments instructional programs and procedures; also called supplementary materials

Articulation – the interrelatedness of instructional context from grade to grade and/or from subject to subject to insure continued progression of educational grownth; the making of goals and objectives of community programs into the instructional programs so that the two programs are complementary of one another

Basal Text – primary text for a course

Basic Skills/Fundamental Skills – specific learning objectives identified as primary to students' mastery of a school subject; such learning objectives center around the areas of reading, writing, mathematics, and oral communication – all as a basis for preparing individuals for effective living

Board of Education – group of persons appointed or elected as officials to establish overall policy for a school district

Buzz Session – informal small group discussion of a specific topic or question for a brief period, followed by a sharing session, usually verbal, to combine thoughts, ideas, etc. for the consideration of the full group

Central Office – administrative site having jurisdiction over the direction, control, and management of a school system

Certification/Certified – recognition that a teacher or administrator has met the prescribed standards of a competent agency

Cognitive Learning – acquistion of intellectual knowledge; contrast with affective learning

Competencies – skills, concepts, and attitudes needed for mastery of a discipline

Core Curriculum – a plan intended to develop unified instructional programs based upon the common needs of all learners

Course – organized subject matter in which instruction is offered

Curriculum – an overall plan of the instruction that the school should offer the student toward qualifying for graduation

Curriculum Committee – a group designated to prepare courses of study

Curriculum Coordinator – a specialist in some specific content field or grade level (elementary or secondary) of the school curriculum who works in a supervisory capacity

Discipline – conduct or pattern of behavior prescribed to promote the growth of cooperative attitudes and behaviors in individuals and/or groups

Effective Schools – a currently popular term used to describe attempts to stress student outcomes (e.g., test scores) and the learning environment

Elective – any of a number of studies from which the student is allowed to select

Elementary School – a school which provides instruction for grades K through 6 and may include grades 7 and 8

Enrichment – the process of selectively adding educational content to that which already exists

Feeder School – a building whose students are earmarked, by design, for attendance/enrollment at a specific next level building

High School – a school division comprising grades 9-12 or any combination of such grades

Infusion/Infuse – introduce, merge new materials and/or instruction into established materials and/or instruction

Inservice – efforts to promote the effective professional growth and development of teachers while on the job; includes organized efforts to improve the knowledge, skills, and attitudes of instructional staff members

Institutionalization – process of initiating a program of study in such an organized fashion that it becomes a standard part of the program of work

Instructional Staff – employees of an educational institution who are professionally trained and appropriately certified to provide instruction to students

Junior High School – school that enrolls pupils in grades 7-9 (or, in some districts, grades 7-8)

K-12 – short for "kindergarten through twelfth grade;" that is to say, a program that reaches students in every grade

Learning Center – an area in the school which contains a collection of activities and materials so that students can self-direct much of their individual learning

Lesson – a short period of instruction devoted to a specific topic, skill, or idea

Mandates – legal instructional requirements which must be enforced

Master Teacher – individual who because of advanced professional preparation, appropriate teaching experience, and superior professional skill, is qualified to assist in the education of student teachers and interns

Middle School – school organization which often includes grades 5 to 8 (and often just grades 6 to 8); viewed as a transitional function between elementary and junior high school

Mini-course – any course that has a duration of less than one semester and carries less than 1/2 Carnegie unit of credit

Preservice – training obtained prior to initial certification

Primary – that division of the elementary school including grades 1-3; devoted primarily to instruction in fundamental skills and the development of social attitudes necessary for democratic living

Principal – the person who is responsible for the total program of a school and who holds valid administrator/supervisor certification;

Regional Service Center – site providing educational guidance to a designated geographic area; may or may not be associated with administrative control

Released Time – time granted by school to education staff for the express purpose of attending/participating in professional activities

Required – any course or subject of study required of all students enrolled in a particular curriculum

Resource Center/Learning Resource Center – a place within a school building, outfitted with equipment and materials, where students can study independently

School Board – see Board of Education

Scope and Sequence – scope involves the range/depth of the information while sequence involves pieces of information following one another

Secondary – a period of education in which the emphasis tends to shift from mastery of basic skills to the implementation and extension of the tools; usually includes grades 9-12

Superintendent – an individual who is responsible for administering the operations of schools under the governance of a school board. Holds valid administrative certification

Textbook Adoption – process whereby textbooks are evaluated according to prescribed standards for use in the classrooms

Tenure – a system of employment in which the teacher having served in a probationary period of a certain number years, retains the position indefinitely and is protected in the position either by statute or by rule of the school board; dismissal must follow certain specified procedures

Time-on-Task – maintenance of a concentrative effort on a specific instructional activity

Unit – an organization of various activities, experiences, and types of learning around a central problem. Usually a course will be made up of various units. For example, a unit on the police could be part of a criminal justice course; a unit on the Supreme Court could be part of an American government course

Further Readings

A Manual for Developing Successful Projects, American Council of Life Insurance, Washington, D.C.

Linking the Community with the Classroom, Georgia Center for Citizenship and Law-Related Education, Atlanta, Georgia

Youth-in-Action Program Implementation Manual, Constitutional Rights Foundation, Chicago, Illinois

DEEP *Leadership Training Manual*, Joint Council on Economic Education, New York, New York

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